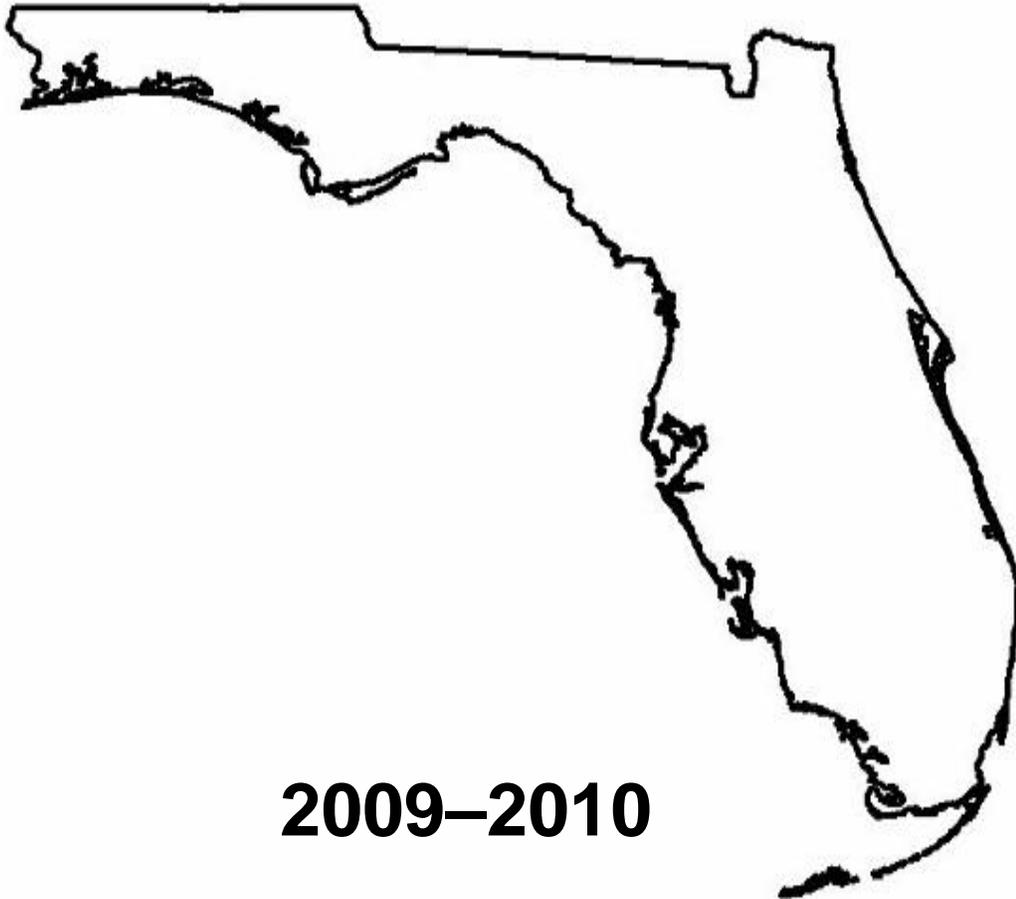


# Educational



# Quality Assurance Standards

## Juvenile Justice Detention Centers



**2009–2010**

Bureau of Exceptional Education and Student Services • Division of Public Schools  
Florida Department of Education

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**2009–2010**

**Educational  
Quality Assurance  
Standards**

*for*

**Juvenile Justice  
Detention Centers**

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# Table of Contents

<b>Preface</b> .....	v
Quality Assurance for Juvenile Justice Educational Programs .....	v
JJEPP Mission Statement .....	v
JJEPP Vision Statement .....	v
<b>Introduction</b> .....	<b>1</b>
History of the Educational QA Standards .....	2
Reference Points for Educational QA Standards .....	3
<b>Quality Assurance Review Methods</b> .....	<b>4</b>
QA Review Protocol .....	4
Self-Reporting .....	4
Exemplary Programs .....	5
QA Review Methods .....	5
QA Rating Guidelines .....	6
<b>System Improvement Process</b> .....	<b>7</b>
Corrective Action Process .....	7
Technical Assistance Criteria .....	9
DOE Assistance .....	10
<b>Educational Standard One: Entry Transition</b> .....	<b>11</b>
Indicator 1: Entry Transition Services .....	12
Indicator 2: Assessment and Planning .....	14
<b>Educational Standard Two: Service Delivery</b> .....	<b>17</b>
Indicator 3: Curriculum and Instruction .....	18
<b>Educational Standard Three: Exit Transition</b> .....	<b>21</b>
Indicator 4: Exit Transition Services .....	22
<b>Educational Standard Four: Contract Management</b> .....	<b>25</b>
Indicator 5: School District Monitoring, Accountability, and Evaluation .....	26



## Preface

### Quality Assurance for Juvenile Justice Educational Programs

The Juvenile Justice Educational Enhancement Program (JJEED) conducts annual quality assurance (QA) reviews of educational programs in Florida’s juvenile justice facilities. JJEED is funded by the Florida Department of Education (DOE), Bureau of Exceptional Education and Student Services, through a grant to the College of Criminology and Criminal Justice at Florida State University.

### JJEED Mission Statement

JJEED’s mission is to ensure that each student who is assigned to a Department of Juvenile Justice (DJJ) program receives high quality, comprehensive educational services that increase that student’s potential for future success.

JJEED’s four main functions are to:

- Conduct research that identifies the most promising educational practices
- Conduct annual QA reviews of the educational programs in Florida’s juvenile justice facilities
- Provide technical assistance to improve the various educational programs
- Provide annual recommendations to the DOE that are ultimately aimed at ensuring the successful transition of students back into community, school, and/or work settings

### JJEED Vision Statement

The vision of the DOE and the JJEED is for each provider of educational services in Florida’s juvenile justice facilities to be of such high quality that all young people who make the transition back to their local communities will be prepared to return to school, work, and home settings as successful and well-educated citizens.

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## Introduction

Quality Assurance (QA) reviews are a valuable method of assisting providers and school districts with achieving, evaluating, and maintaining high quality educational programs in juvenile justice facilities and are mandated by *section 1003.52, Florida Statutes (F.S.)*. Each year at statewide conferences and meetings, Juvenile Justice Educational Enhancement Program (JJEPP) and Department of Education (DOE) staff solicit input from school districts and providers for annual revision of the QA standards. Before the new QA review cycle begins, school district contract managers, lead educators, and private provider personnel are invited to participate in regional meetings or conference calls with JJEPP staff to discuss changes in the standards.

Educational QA standards are developed for each of the three types of juvenile justice facilities:

- Residential commitment programs
- Day treatment (prevention, intensive probation, and conditional release)
- Detention centers

**This document contains only the standards used to evaluate educational programs in juvenile justice detention centers.** Detention centers are operated by the Florida Department of Juvenile Justice (DJJ) that detain students while they are awaiting court appearances or awaiting placement in a commitment facility.

To obtain the publications detailing the standards for *day treatment* programs and *residential* juvenile justice commitment programs, contact the entities listed on the inside front cover of this publication or download them from the JJEPP Web site at <http://www.criminologycenter.fsu.edu/jjepp>.

## History of the Educational QA Standards

In 1995, Florida Department of Education (DOE) staff developed the first set of quality assurance (QA) standards to encourage continuous improvement in juvenile justice educational programs. One set of standards for all types of programs was drawn from exceptional student education (ESE) performance standards and statutory authority. The standards focused on administration and each program's philosophy, procedures, and approach to education. The standards were revised in 1996 and 1997.

In 1998, the project was awarded to the Florida State University School of Criminology and Criminal Justice, resulting in the creation of the Juvenile Justice Educational Enhancement Program (JJEPP). During that year, JJEPP conducted an extensive literature review on promising and best educational practices for delinquent and at-risk youths and hosted five regional meetings to obtain input from practitioners in the field.

A new set of standards, based on the results of the literature and research review and input from practitioners, was developed for the 1999 QA review cycle. Early in 1999, JJEPP, the Office of Program Policy Analysis and Government Accountability (OPPAGA), and the Juvenile Justice Accountability Board (JJAB) submitted reports to the Florida Legislature, which resulted in the enactment of *HB 349*. This legislation addressed numerous requirements for juvenile justice education, including the creation of *Rule 6A-6.05281, Florida Administrative Code (F.A.C.), Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs*.

The 2000 QA standards were modified to address these new requirements, including contract management, year-round schooling, and other educational accountability issues. The 2001 QA standards addressed new legislative requirements, including adult and career education. Minor revisions occurred in 2002 and 2003 based on input from school districts and provider practitioners. The standards have continued to be revised each year based on ongoing best practice evaluation research and new legislative requirements.

In 2001, President George W. Bush signed the *No Child Left Behind Act* (NCLB), the reauthorization of the *Elementary and Secondary Education Act of 1965*. This legislation is having a far-reaching impact on school performance and accountability throughout the country.

In our efforts to implement NCLB systematically, JJEPP plans to conduct continual research to identify evidence-based best practices in juvenile justice education. Specifically, JJEPP is conducting longitudinal research and student outcome assessments of juvenile justice commitment programs as well as case studies of high- and low-performing juvenile justice educational programs. These longitudinal outcome and case study results will serve multiple purposes that include determining educational practices that lead toward improved student academic attainment and outcomes, identifying demonstration sites that exhibit these best educational practices, developing technical assistance materials for average- and low-performing programs, and making policy recommendations for statewide system improvement. To fulfill these increasing research and QA factors, we are modifying a number of our previous practices.

## Reference Points for Educational QA Standards

Quality Assurance (QA) standards and program evaluation are based on state and federal requirements. Although programs are required to follow all state statutes and rules, the following most directly relate to juvenile justice educational programs.

*Section 1003.428, Florida Statutes (A++ Secondary Reform)*—This bill supports transition goals, specifically, requiring students to declare a high school major; defines the Florida Ready to Work Certification Program to enhance students’ workplace skills; and defines requirements for middle school promotion, high school graduation, and professional development plans.

*No Child Left Behind Act of 2001 (NCLB), (P. L. 107-110)*—The overall purpose of this act is to ensure that every student has well-prepared teachers, research-based curricula, a safe learning environment, and a fair and equal opportunity to reach proficiency in state academic achievement standards and statewide academic assessments.

*Individuals with Disabilities Education Improvement Act of 2004 (IDEA) (Section 1407, 20 U.S.C. [2004])*—IDEA promotes the concept that every child is entitled to a free appropriate public education and mandates that eligible children with disabilities have available to them specially designed instruction and related services to address their unique educational needs and prepare them for postsecondary education, employment, and independent living.

*Section 1003.51, Florida Statutes (Other Public Educational Services)*—This statute describes the State Board of Education’s role in articulating expectations for effective education programs for youth in Department of Juvenile Justice (DJJ) programs and identifies the requirement for QA of all juvenile justice education programs.

*Section 1003.52, Florida Statutes (Educational Services in Department of Juvenile Justice [DJJ] Programs)*—This statute describes the importance of educational services for students in juvenile justice facilities and outlines the Department of Education (DOE) and the DJJ responsibilities that pertain to the provision of these services.

*Section 1003.53, Florida Statutes (Dropout Prevention and Academic Intervention)*—This statute describes alternative education programs and eligibility criteria for students to attend these programs.

*Florida Course Code Directory and Instructional Personnel Assignment—The State Board of Education Rule 6A-1.09441, F.A.C.*, requires that programs and courses funded through the Florida Education Finance Program offered for credit be listed in the *Course Code Directory*.

*Section 504 of the Rehabilitation Act, Nondiscrimination under Federal Grants and Programs*—Section 504 mandates a free appropriate education, including individually designed programs for applicable students. “Appropriate” means an education comparable to the education provided to nondisabled students. A student is eligible for Section 504 services as long as he/she has a physical or mental impairment that substantially limits a major life activity, which includes, but is not limited to, caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Exceptional student education (ESE) and non-ESE students may receive Section 504 services.

*Rule 6A-6.05281, F.A.C. (Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs)*—This rule relates to the many areas juvenile justice educational programs are required to address that include, but are not limited to, student eligibility, ESE, content and transfer of student records, student assessment, individual academic plan (IAP) development, transition services, academic expectations, qualified teachers, funding, contracts with private providers, intervention/sanctions, and interagency collaboration. Many of the educational QA standards are derived from this rule.

## Quality Assurance Review Methods

### QA Review Protocol

The 2009–2010 quality assurance (QA) reviews are based on self-reported information and a three-day (on average) on-site visit that includes a needs assessment designed to prepare educational programs for the 2010–2011 QA shift to a more student outcome-oriented review. Larger programs may require a longer review with a team of reviewers, including peer reviewers, as needed. When the Department of Juvenile Justice (DJJ) reviews and the Juvenile Justice Educational Enhancement Program (JJEPP) educational reviews are conducted simultaneously, all of the reviewers discuss their findings.

The on-site review focuses on processes for providing student services and ensures that state and federal laws regarding juvenile justice education are being implemented appropriately. Reviewers conduct ongoing debriefing conversations with educational personnel regarding preliminary findings, recommendations, and clarifications of any issues related to the review outcome. This provides the opportunity for the program to identify problematic areas and present additional information that may impact their preliminary ratings.

During the 2009–2010 QA review cycle, several new methods and/or requirements will be piloted and all programs will be rated on a pass/fail basis. Exemplary status will not be assigned to programs during the 2009–2010 review cycle; however, programs that previously earned exemplary status will remain exemplary.

Reviewers conduct a formal exit meeting on the final day of the review to present findings, **preliminary** pass/fail ratings, and considerations from the needs assessment conducted to prepare the program for the 2010–2011 process and outcome-driven QA system.

### Self-Reporting

Much of the information required for rating QA standards is provided in each program's self-report and supporting documentation. All programs (regardless of exemplary status) are required to submit pertinent self-report information and supporting documents electronically to the JJEPP offices by July 17, 2009 and submit an updated self-report in January 2010.

**Failure to submit self-report information in a timely manner may negatively affect the QA rating for school district monitoring, accountability, and evaluation.**

Self-reported information is confirmed and/or updated via telephone conversations with the program's lead educator and/or school district contract manager the week prior to the on-site visit. Final verification of the accuracy of this self-report information is made during the on-site QA review.

Requested self-report information may include teacher certifications and qualifications, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, progress monitoring data, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, and age range of students), school names and numbers under which diplomas are reported, course offerings, class schedules, bell schedules, school calendars, curriculum information, fidelity checks, walk-through forms, and annual evaluations of the educational program.

For complete information on self-reporting requirements and timelines, visit the JJEPP Web site at <http://www.criminologycenter.fsu.edu/jjeep> or contact JJEPP at (850) 414-8355.

## Exemplary Programs

In 2005, the Juvenile Justice Educational Enhancement Program (JJEED) instituted a process of assigning *exemplary* status to acknowledge high performing programs based on previous overall quality assurance (QA) scores.

Due to the pilot conducted during the 2009–2010 QA review cycle, programs will not be eligible to earn exemplary status. Programs that earned exemplary status in previous years will remain exemplary. Exemplary I and II programs (that had overall QA scores of 6.5 or higher) are now combined and referred to as exemplary programs.

**All exemplary programs are required to submit all self-report information** and participate in a telephone/Web-based review and needs assessment during the 2009–2010 QA cycle. Exemplary programs that fail to provide requested information confirming the maintenance of high quality educational services will receive an on-site pass/fail QA review during the 2009–10 review cycle. Exemplary programs will receive a full on-site QA review the year following a change in the educational provider.

During the subsequent second and third years, these programs will submit self-reports and receive abbreviated reviews of only required benchmarks.

For state agency and annual reporting purposes, the QA scores for those programs that receive exemplary status are carried over each year for the duration of their exemplary status until they receive another full educational QA review.

## QA Review Methods

The JJEED QA review process is evidence-based, using the same data sources to evaluate the quality of educational services provided in each Department of Juvenile Justice (DJJ) educational program. To determine QA ratings, reviewers consider the preponderance of evidence from multiple sources, such as self-report documents; files maintained on-site; interviews of educational program and school district administrators, support personnel, teachers, and students; and observation of classrooms, educational activities, and services.

Daily communication with stakeholders is a crucial component of the on-site review; discussion of preliminary findings occurs informally throughout the review process. Reviewers identify issues, make recommendations, and answer questions related to the educational standards. This provides all stakeholders the opportunity to identify problematic areas and provide the reviewer with additional information that may impact the preliminary ratings.

Recommendations and commendations, as appropriate, are identified in the QA report mailed to the school district superintendent, the school district contract manager, and the lead educator. QA reports can be accessed online at <http://www.criminologycenter.fsu.edu/jjeep/qa-educational-reports.php>.

## QA Rating Guidelines

The educational QA process evaluates the quality of educational services provided to students since the last QA review or for the entire year, depending on the review schedule. External factors affecting educational quality may be identified in the QA report. Educational personnel should retain documentation to verify situations or circumstances beyond the control of the educational provider and the school district.

Preliminary QA ratings presented on the last day of the on-site review are subject to final determination upon review by additional Juvenile Justice Educational Enhancement Program (JJEPP) staff and Department of Education (DOE) personnel. To ensure consistency among reviewers, at least two other JJEPP reviewers and the JJEPP director review each QA report.

Indicators will not receive numerical ratings during the 2009–2010 QA review cycle. All benchmarks will be rated pass or fail.

If a school district contract manager or educational provider feels the educational QA review was conducted unfairly, he/she may submit a letter to the JJEPP director stating specific concerns. JJEPP and DOE staff, as necessary, will address these concerns, and the JJEPP director will notify the school district contract manager and the educational provider of the outcome. If the school district contract manager or educational provider is not satisfied with the outcome from JJEPP, they can contact DOE for further review of their concerns.

## System Improvement Process

The purpose of the system improvement process is for the Juvenile Justice Educational Enhancement Program (JJEPP) staff to increase time for providing technical assistance (TA) to lower-performing programs to improve their educational services and student performance. To meet this goal, JJEPP and the Department of Education (DOE) have developed and implemented a comprehensive system of corrective action and TA. Technical assistance, which is guided by research in current best practices, is integrated into all of JJEPP's activities. Evidence-based practices at juvenile justice demonstration sites are noted on program profiles at <http://www.criminologycenter.fsu.edu/jjepp/tech-demonstration.php>.

### Procedures to address deficiencies that do not require corrective action

The JJEPP reviewer will report deficiencies that may result in a failing benchmark rating to the educational program and school district personnel present at the exit meeting the last day of the quality assurance (QA) review.

- Programs that receive a failing benchmark rating will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from the DOE.
- Programs should use all available resources (i.e., school district and DOE resources) to assist them in correcting deficiencies.
- The school district and the program are expected to address all deficiencies and corresponding recommendations noted in the QA report prior to the following year's QA review.

### Corrective Action Process

This process facilitates the collaborative efforts of program and school district personnel to identify and correct systemic problems that are contributing to unsatisfactory QA ratings.

**Programs** that fail one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

- Failing three or more benchmarks in Standard 1: Entry Transition will result in failing the overall standard.
- Failing three or more benchmarks in Standard 2: Service Delivery will result in failing the overall standard.
- Failing two or more benchmarks in Standard 3: Exit Transition will result in failing the overall standard.

**School districts** that fail Standard 4 for two or more consecutive years will receive a CAP.

- Failing two or more benchmarks in Standard 4: Contract Management will result in failing the overall standard.

To complete a CAP, programs and/or school districts must establish a corrective action team that includes the lead educator, the school district contract manager (or official designee), and others who relate to the identified areas requiring corrective action. JJEPP and DOE staff provide assistance as needed.

**The school district is responsible for ensuring that CAPs are completed and returned to JJEPP within 90 days of the date of the official notification letter from DOE.** School districts must meet the State Board of Education (SBE) rule timelines for the implementation of CAPs.

If a program fails to submit its corrective action plan (CAP) by two weeks after the due date, the JJEEP director sends a letter informing the lead educator, the contract manager, the school district superintendent, and the Department of Education (DOE) that the CAP has not been submitted. DOE staff will send a follow-up letter to the contract manager and the superintendent if a response has not been received four weeks after the original CAP due date.

The school district superintendent verifies that the CAP has been implemented by signing the CAP implementation form and submitting it to the JJEEP director. This form must be submitted within six months of the date of the official CAP notification letter from DOE.

Juvenile Justice Educational Enhancement Program (JJEEP) staff conduct a final follow-up of corrective action plan (CAP) implementation during the following year’s QA review and note in their QA reports progress that school districts and programs are making in areas identified in their CAPs.

Programs that fail overall or fail the same standard two consecutive years will receive more intensive follow-up or assistance from the Department of Education (DOE).

**The following tables outline the corrective action process for programs and school districts.**

**Program CAPs**

<b>QA Review Cycle</b>	<b>Trigger</b>	<b>Action</b>
Year 1	Fail Standard 1, 2, or 3	CAP required
Year 2	Fail the same standard for two consecutive years	CAP required DOE notified to provide assistance/intervention and/or sanctions
Year 3+	Fail the same standard for three (or more) consecutive years	CAP required Program remains on DOE list for assistance/intervention and/or sanctions

**School District CAPs**

<b>QA Review Cycle</b>	<b>Trigger</b>	<b>Action</b>
Year 1	Fail Standard 4	Deficiencies noted in QA report
Year 2	Fail Standard 4 for two consecutive years	CAP required
Year 3	Fail Standard 4 for three consecutive years	CAP required DOE notified to provide assistance/intervention and/or sanctions
Year 4+	Fail Standard 4 for four (or more) consecutive years	CAP required School district remains on DOE list for assistance/intervention and/or sanctions

JJEEP and/or DOE staff will provide technical assistance (TA) to a program and/or a school district required to complete a CAP.

Most technical assistance (TA) is provided during the on-site quality assurance (QA) review and through the recommendations in the written QA reports. Contact with program and school district staff is ongoing via mail, fax, telephone, and e-mail (answering questions, clarifying Florida policies, assisting programs in networking with other programs, and providing samples of exemplary forms and processes used by other Department of Juvenile Justice [DJJ] programs).

## **Technical Assistance Criteria**

### ***New Programs***

**School district contract managers are responsible for informing the Juvenile Justice Educational Enhancement Program (JJEPP) within 30 days of notification that a new Department of Juvenile Justice (DJJ) program is being placed in their school districts.**

To provide TA, a JJEPP reviewer may:

1. Be assigned to a new program
2. Complete a TA request form and contact program and school district personnel to determine program needs and to plan the on-site visit
3. Conduct initial TA and a mock QA review and complete a written report
4. Identify needs for TA follow-up and develop a schedule for delivering support services as needed

The first full QA review for a new program should not occur earlier than six months following the mock QA review or the last on-site TA visit. (The same reviewer will not conduct both the mock QA review and the program's first full review.)

### ***Education Provider Change***

**School district representatives should inform JJEPP within two weeks of notification of an educational provider change.**

A program with an educational provider change may receive TA prior to its QA review based on the identified needs of the educational program. Programs that undergo an educational provider change will be given at least six months to prepare for their QA review.

### ***Corrective Action Follow-up***

A program that fails one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP) and follow-up TA.

The reviewer (and peer reviewers when appropriate) will provide intervention strategies, networking, and other resources based on the needs of the program and may contact school district personnel if the program needs additional assistance.

A school district that fails Standard 4 for two consecutive years will receive a CAP and follow-up TA.

## **DOE Assistance**

A program that fails the same standard for two consecutive years will receive a corrective action plan (CAP) and may receive assistance/intervention and/or sanctions by the Department of Education (DOE). A program that fails the same standard for three or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

A school district that fails Standard 4 for three consecutive years will receive a CAP and may receive assistance/intervention and/or sanctions by the DOE. A school district that fails Standard 4 for four or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

When a program and/or school district is identified as needing assistance/intervention and/or sanctions, Juvenile Justice Educational Enhancement Program (JJEPP) staff may facilitate meetings with all relevant parties, including JJEPP administrators, DOE representatives, school district officials, provider personnel, program leadership, and Department of Juvenile Justice (DJJ) staff, when appropriate. Through this collaboration, programs and school districts should identify the systemic problems associated with poor performance, appropriate solutions, and parties responsible for implementation of the CAP. This process may result in a monitoring plan from the DOE.

## **Intervention and sanctions referenced in the State Board of Education Rules**

*Rule 6A-6.05281(10), Florida Administrative Code (F.A.C.)*, provides for intervention and sanctions.

### ***Intervention***

- Technical assistance to the program
- Follow-up educational program review

### ***Sanctions***

- Public release of unsatisfactory findings, assistance/interventions, and/or corrective actions proposed
- Assignment of a monitor, a master, or a management team to address identified deficiencies paid for by the local school board or private provider (if included in the contract)
- Reduction in payment or withholding of state and/or federal funds

Should these sanctions prove to be ineffective in improving the quality of the program, the State Board of Education may require further actions, including revocation of current contracts and/or requirements for specific provider contracts.

## **Educational Standard One: Entry Transition**

The transition standard is composed of two indicators that address entry transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful re-entry into community, school, and/or work settings.

### **Indicator 1: Entry Transition Services**

The expected outcome of this indicator is that the juvenile justice school assists students with re-entry into community, school, and/or work settings through appropriate opportunities for student progression and guidance that effectively prepare students for transition.

### **Indicator 2: Assessment and Planning**

The expected outcome of this indicator is that entry assessments are administered to identify students' academic strengths/weaknesses and career interests to address the individual needs of the students and that academic and transition planning is designed and implemented to assist students in maximizing academic achievement.

## Indicator 1: Entry Transition Services

Notes

### Intent

The expected outcome of this indicator is that the juvenile justice school assists students with re-entry into community, school, and/or work settings through appropriate opportunities for student progression and guidance that effectively prepare students for transition.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program has transition activities that include:

- 1.1 Enrolling students in temporary course schedules at entry; changing students’ enrollment to permanent status by their 22nd school day in the program; enrolling students in appropriate courses based on a review of past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (management information system [MIS] enrollment should include elementary, middle, and high school courses that address reading, English/language arts, math, social studies, and science curricula offered year round, **as needed**, for student progression and high school graduation.)
- 1.2 Providing daily Department of Juvenile Justice (DJJ) population reports to the lead educator, the teachers, the school registrar, and other educational support staff to inform them of students’ status (i.e., awaiting placement in commitment programs or release to their respective communities) and expected exit dates

### QA Review Methods

- Review student educational files, records requests, MIS enrollment, course schedules, prior records, and other appropriate documentation
- Interview registrar, guidance counselors, other appropriate personnel, and students

## Clarification

Documented requests for students' most current educational records (by fax or electronic access) must be made within five school days of student entry unless the program documents that records were received prior to the student's enrollment. (Fax transmittal verifications should be retained.) Electronic files of educational records maintained on site are acceptable. Withdrawal grades from students' previous schools should be averaged into current semester grades from the program.

Out-of-county students' records should be requested through multiple sources, such as the Florida Automated System for Transferring Educational Records (FASTER), students' probation officers, detention centers, previous school districts, and/or students' legal guardians.

Records requested should include the most current transcripts, academic plans, withdrawal forms, entry assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records. Follow-up requests should be made and documented.

Programs must provide courses for credit and/or student progression leading toward high school graduation throughout the 250-day school year, including summer school. Long-term middle school students must be enrolled in language arts, math, science, and social studies. Requirements for high school graduation now include four credits in math and four credits in a major area of interest, beginning with 9th grade students enrolled in 2007.

**Long-term students requiring reading remediation should be enrolled in intensive reading.**

## Indicator 2: Assessment and Planning

### Notes

### Intent

The expected outcome of this indicator is that entry assessments are administered to identify students' academic strengths/weaknesses and career interests to address the individual needs of the students and that academic and transition planning is designed and implemented to assist students in maximizing academic achievement.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program's assessment and planning practices include:

- 2.1 Administering an assessment for reading, writing/language arts, and mathematics within 10 school days of student entry into the facility and using the results to guide instruction
- 2.2 Administering career aptitude/interest assessments within students' first 22 school days to enhance employability, career, and technical instruction
- 2.3 Using entry assessment results, past records, and re-entry educational goals to develop age- and grade-appropriate individual academic plans (IAPs) for all non-exceptional student education (ESE) students that
  - Are used to guide instruction
  - Are developed within 22 school days
  - Include specific, individualized, and measurable long-term goals for reading, writing/language arts, and math
  - Include at least two short-term objectives per goal
  - Identify remedial strategies
  - Include a schedule for determining progress
- 2.4 Convening individual educational plan (IEP) meetings and/or amending the plans to include measurable annual IEP goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs
- 2.5 Reviewing long-term students' academic progress toward achieving their IAP/IEP goals and objectives/benchmarks, revising IAPs when goals/objectives are met, and providing IEP progress reports to the parents as often as progress reports are sent home for all students
- 2.6 Advising all students with regard to their individual abilities and aptitudes, educational and occupational opportunities, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress

### QA Review Methods

- Review student educational files, assessment results, all academic and ESE plans, and other appropriate documentation
- Interview personnel responsible for testing procedures; instructional, guidance, and ESE personnel; other appropriate personnel; and students

## Clarification

Detention centers may administer any entry academic assessments for reading, writing/language arts, and math and are not required to report the results through the management information system (MIS). The program should base students' individualized educational services on assessment results. **Detention centers should not administer the Basic Achievement Skills Inventory (BASI) at any time, to any student.**

Entry assessments should be re-administered according to test administrator guidelines if results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to academic/career assessment results to guide instruction and assist students in future career decision making. Students under the age of 12 are not required to complete career assessments.

Students should participate in individual academic plan (IAP) development, review, and revision to address their needs. Long-term educational goals and short-term instructional objectives for non-exceptional student education (ESE) students may be in performance contracts, treatment plans, IAPs, or other appropriate documents. Students performing at or above grade level must have appropriate IAP goals and objectives but are not required to have remedial strategies. Students who have high school diplomas or the equivalent are not required to have academic plans but must be provided curricular activities that address their individual needs.

Individual educational plans (IEPs) should be individualized and include all information required by federal and state laws. IEPs should address academic, behavioral, and/or functional goals and objectives, as appropriate. Instructional personnel should have access to their students' IEPs. IAPs, IEPs, and progress monitoring plans should document at least two objectives per goal. Instructional personnel should use these plans to plan instruction and to track students' progress. The program should create IEP progress reports and provide them to the parents as often as progress reports are sent home for general education students. Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students who perform below grade level the opportunity to advance to their age-appropriate placements.

The program should provide ESE students all corresponding services and documentation required by federal and state laws, including documented solicitation of parent involvement and reasonable notification of IEP meetings (10–14 days prior). The IEP team must include the parents, the local education agency (LEA) representative, the students' ESE teacher, a general education teacher who teaches the students, the students (beginning at age 14), and one who can interpret instructional implications of evaluation results (and who may serve in other roles as well). The meeting may be held without the parents if at least two notices were provided or if the parent responded to the first notice. The program must document the dates IEPs are mailed to parents who do not attend the meetings.

A change in services must be addressed in IEP team meetings or by following required amendment procedures based upon current, documented information regarding students' progress and need for services; gifted services would be determined by an educational plan (EP) team. The parents must be provided written notice of a proposed change in services before the change occurs, and IEPs must be revised, as appropriate.

IEPs should be individualized, include all information required by federal and state laws, and address students' academic, behavioral, and/or functional goals and objectives. Short-term IEP objectives or benchmarks should be written for students working toward the general Florida Sunshine State Standards (FSSS), based on the local school district policies. Instructional personnel should have access to their students' IAPs/IEPs.

All students should have access to guidance services that relate to transition and treatment activities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district student progression plan, and state and districtwide assessments and address the areas listed in Benchmark 2.6.

The needs of English language learners (ELL) and students eligible under Section 504 may be addressed in their IAPs. IAPs that include the needs of ELL students must address entry, re-evaluation, and exit criteria.



## Educational Standard Two: Service Delivery

The service delivery standard is comprised of a single indicator that addresses curriculum, instructional delivery, teacher qualifications and training, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful re-entry into community, school, post-commitment programs, and/or work settings.

### **Indicator 3: Curriculum and Instruction**

The expected outcome of this indicator is that students receive an education based on their assessed educational needs, functional abilities, or disabilities and progress toward obtaining high school diplomas or the equivalent. Qualified teachers who receive professional development throughout the year should provide instruction.

## Indicator 3: Curriculum and Instruction

## Notes

### Intent

The expected outcome of this indicator is that students receive an education based on their assessed educational needs, functional abilities, or disabilities and progress toward obtaining high school diplomas or the equivalent. Qualified teachers who receive professional development throughout the year should provide instruction.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program offers curriculum and instruction by:

- 3.1 Providing literacy skills activities, tutorial and remedial strategies, and social skills programs **to students in the detention center 21 school days or fewer**
- 3.2 Individualizing instruction **for students in the detention center 22 school days or more** based on the course descriptions for the courses in which students are enrolled and the current Florida Sunshine State Standards (FSSS), using a variety of instructional strategies based on students’ individual assessment results and progression needs to engage students in classroom learning activities
- 3.3 Implementing students’ individual plans (IAPs, IEPs, LEPs, and Section 504 plans, etc.) as written
- 3.4 Hiring core academic teachers who have Florida professional or temporary teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification; hiring noncore academic teachers who have teaching certification or documented approval to teach, according to the school board policy for use of noncertified instructional personnel based on documented expert knowledge/skill
- 3.5 Ensuring that teachers participate in a beginning teacher program, as appropriate, and receive professional development throughout the year or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), and professional development plans
- 3.6 Providing adequate educational resources that include educational support staff, technology, and instructional materials
- 3.7 Ensuring that students receive a minimum of 300 minutes of daily instruction or the weekly equivalent

### QA Review Methods

- Review students’ educational files, academic plans, work folders, course schedules, curriculum, lesson plans, and documentation of teacher qualifications
- Interview educational teachers/staff, exceptional student education (ESE) personnel, and students
- Observe educational settings, activities, instruction, media resources and technology, and average class size

## Clarification

Courses and activities should be age appropriate and based on student's individual student progression needs and post-placement goals. The program must offer a substantial curriculum that meets state course descriptions and that does not consist only of supplemental materials. The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities.

All curricula must address students' multiple academic levels, according to students' academic plans. Individualized instruction should include direct instruction (teacher-led instruction through explanation or modeling, followed by guided practice and independent practice) and be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on activities.

English language learners (ELL), Section 504, and gifted students must be provided all of the services indicated on their plans. All educational and support services should be integrated and documented, including consultative services provided to the teachers of ESE students.

Instructional personnel are the persons who deliver instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. The *No Child Left Behind Act (NCLB)* establishes specific requirements for "highly qualified teachers" (HQT) in the core academic areas (English/language arts, reading, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography). The teacher of reading must have reading endorsement or certification (Grades K–12) or must be working toward reading endorsement or certification and complete the equivalent of two competencies or two college courses per year toward reading endorsement/certification.

All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet HQT requirements within the timelines prescribed in NCLB. For programs that receive Title I, Part A funds documentation must be retained to indicate that parents have been notified by letter if their child's teacher is teaching out-of-field for more than four weeks.

Private providers and school districts should provide evidence that they are actively seeking qualified teachers when teacher positions are vacant or long-term substitutes are being used. Substitute teachers must be approved by the school district and comply with the requirements in Benchmark 3.4 for core academic subject areas if they fill a teacher vacancy for eight consecutive weeks or longer. After teaching eight consecutive weeks, substitute teachers must provide, at a minimum, documentation of an accepted application for teaching certification.

Teachers should be provided the opportunity to attend professional development training throughout the year to support their professional growth. Although routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of professional development training should be related to instructional techniques, teaching delinquent and at-risk students, and the respective content areas in which instructional personnel are assigned to teach.

Depending on the type and the size of the program, education support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, exceptional student education (ESE) personnel, guidance counselors, lead educators, registrars, paraprofessionals, and transition specialists. The student-to-teacher ratio should take into account the nature of the instructional activity, the diversity of the academic levels of students in the classroom, access to technology for instructional purposes, the need to individualize instruction, and the use of classroom paraprofessionals.

Technology and media materials should be appropriate to meet the needs of the program's educational staff and the student population. Leisure reading materials available should be aligned with school district policy.

Programs must provide a minimum of 240 days per year and 300 minutes of daily instruction (or the weekly equivalent). Time for student movement is not included in the 300 minutes and should be reflected on the school schedule. Facility staff and educational personnel should collaborate to ensure that students are in school on time and receive the required instructional minutes. Educational administrators should document steps taken to address issues when facility staff do not transition students according to the bell schedule.



## Educational Standard Three: Exit Transition

The exit transition standard is composed of a single indicator that is designed to ensure that the educational department is informed of students' status and provides the next educational placements with students' educational records to ensure successful transition.

### **Indicator 4: Exit Transition**

The expected outcome of this indicator is that exit transition services are designed and implemented to facilitate students' transition from a detention center to their home schools, alternative schools, or commitment programs.

## Indicator 4: Exit Transition Services

## Notes

### Intent

The expected outcome of this indicator is that exit transition services are designed and implemented to facilitate students' transition from a detention center to their home schools, alternative schools, or commitment programs.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program has exit transition activities that include:

- 4.1 Documenting participation of an educational representative who is familiar with the students' performance in detention hearings or staffings to determine students' status and to assist them with successful transition to their next educational or career/technical placements
- 4.2 Documenting transmittal of "in-county" students' educational records, that include school district withdrawal forms with numerical grades in progress, to their next educational placements **at the time of exit** (Students' days in attendance and current transcripts should be accessible via the MIS.)
- 4.3 Documenting the transmittal of "out-of-county" students' current educational records **at the time of exit** to the next educational placements, transportation staff, or juvenile probation officers (JPOs) that include cumulative transcripts, individual educational plans (IEPs), individual academic plans (IAPs), and/or progress monitoring plans; assessment data; and school district withdrawal forms with numerical grades in progress

### QA Review Methods

- Review student closed educational/commitment files, closed commitment files, educational exit packets, documented transmittal of records (e.g., fax or mail receipts), and other appropriate documentation
- Interview transition specialist, treatment team members, other appropriate personnel, and students
- Observe detention hearings or staffings, when possible

## Clarification

Students in detention centers should earn grades for every day that they are enrolled in school.

The program should maintain documentation of transmittal of students' records directly to their next educational programs, to transportation staff, or to students' juvenile probation officers (JPOs) for inclusion in commitment packets at the time of exit. This will help ensure a continuum of educational services throughout their educational placement in the juvenile justice system.

**Educational personnel in detention centers should not wait on records requests to send students' records to the receiving schools. Students' next educational placements should be verified at detention hearings or through Department of Juvenile Justice (DJJ) personnel to determine where records should be sent prior to or at the time of exit.**

For more information, refer to the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.criminologycenter.fsu.edu/jjeep/tech-publications.php>.

Access <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php> for a list of school district transition contacts.

Each school district is responsible for updating its transition contact information. To make changes, go to <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>.



## **Educational Standard Four: Contract Management**

The contract management standard consists of a single indicator that addresses the roles and responsibilities of school districts to provide oversight of the juvenile justice educational programs in their counties.

### **Indicator 5: School District Monitoring, Accountability, and Evaluation**

The expected outcome of this indicator is that the school district monitors and assists the program in providing high quality educational services and accurately reporting student and staff data for accountability and evaluation purposes.

## Indicator 5: School District Monitoring, Accountability, and Evaluation

Notes

### Intent

The expected outcome of this indicator is that the school district monitors and assists the program in providing high quality educational services and accurately reporting student and staff data for accountability and evaluation purposes.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The school district ensures that the program:

- 5.1 Submits its electronic bi-annual self-reports and required documents in a timely manner
- 5.2 Accurately reports all student data under the program’s individual school number, including grades, total credits earned, student progression, entry and withdrawal dates, withdrawal codes, attendance, reading progress monitoring scores for long-term students, and diplomas earned in the school district management information system (MIS) (**Reading progress monitoring scores may be reported in the Progress Monitoring and Reporting Network [PMRN] or the MIS.**)
- 5.3 Receives appropriate oversight and assistance by the contract manager that includes conducting and documenting an annual evaluation of the educational program and ensuring that the terms of the cooperative agreement with the DJJ and the contract with the private educational provider (if applicable) are followed

### QA Review Methods

- Review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, PMRN data, relevant correspondence between the school district and the program, and other appropriate documentation
- Interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

## Clarification

**School district and program personnel should collaboratively develop the program’s bi-annual self-reports and review the contents for accuracy prior to electronic submission to the Juvenile Justice Educational Enhancement Program (JJEEP) offices.**

Each program should have an individual school number that is not shared with another school, including other Department of Juvenile Justice (DJJ) schools. Only enrolled students should be reported under the program’s unique school number, and adult county jail students should be reported under separate school numbers. All students’ information contained in Survey 1 through Survey 5 should be reported under the same school number, and the appropriate withdrawal code should be used for all existing students.

Quality assurance (QA) reviewers verify that student information is accurately reported in the management information system (MIS). Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program’s written procedures. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership are reported to Department of Education (DOE) and may affect the program’s QA review outcome.

*Section 1003.52 (13), Florida Statutes (F.S.)* requires each school district to negotiate a cooperative agreement with the DJJ regarding the delivery of educational programs to students under the jurisdiction of DJJ. *Section 1003.52(11), F.S.* also authorizes school districts to contract with private providers for the provision of DJJ educational programs. Contracts and cooperative agreements must be completed prior to the October FTE week and submitted to the DOE.

The school district contract manager or designee is expected to ensure that appropriate educational services are provided. The contract manager should document an annual evaluation of the educational program and share the results with the lead educator. Additionally, the contract manager ensures that issues documented in QA reports are addressed in a timely manner.

Long-term students’ reading progress should be monitored at least three times per year (for Survey periods 2, 3, and 5) and reported through the Progress Monitoring and Reporting Network (PMRN) or the Automated Student Database System.

**All schools reporting through the PMRN must register at <http://www.fcrr/pmrn/index.htm> to enter progress monitoring scores; there is no automatic registration.** For more information or for assistance with PMRN registration, contact a support specialist at (850) 644-0931 or at [helpdesk@fcrr.org](mailto:helpdesk@fcrr.org).

School districts should have protocols and procedures in place that outline the re-entry services provided to students who are returning to the school district, identify persons who facilitate these services, oversee the implementation of these protocols/procedures, and collaborate with the school district transition contact.

**School district contract managers must inform the JJEEP offices within 30 days of notification that a new DJJ program will be placed in their school districts and/or when they become aware that a program in their school district is scheduled to close. Additionally, contract managers are responsible for notifying JJEEP at least 30 days prior to a change in a DJJ program’s educational provider.**

The contract manager or designee should ensure that educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. An accounting of the expenditures identified in *State Board Rule 6A-6.052, Florida Administrative Code (F.A.C.)* shall be required by the local school board if school districts contract with private providers for the educational services.







**FLORIDA DEPARTMENT OF EDUCATION**

**Dr. Eric J. Smith, Commissioner**

**310208**